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ABSTRACT

The guide provides accreditation standards for programs which transcribe printed matter into alternate media for blind and visually handicapped persons. Presented in a self study format, the booklet touches upon six aspects of the production of reading materials (sample subtopics in parentheses): planning and organization (administration, copyright permission); personnel (coordinator, supervisors, and instructors); braille transcribing (transcriber training); large type transcribing (transcription assignments, equipment); tape recording (narrators, training, proofreading and correcting); and program evaluation (ongoing evaluation, utilization of findings). Standards emphasize the role of consumers in shaping the services and the importance of adhering to widely accepted procedures for uniformity of format and reliablity of duplicated materials. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1982 Edition

Production of Reading Materials

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments.*

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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LIST OF SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following: A, either B-1 or B-2, all C sections, those D sections for the services provided, an E form for certain staff members and F.

Section	Title and Edition
A	Manual of Procedures (1979)
B-1	Agency Profile (1979)
B-2	School Profile (1979)
C-1	Function and Structure (1977)
C-2	Accounting for Services and Finances (1976)
C-3	Personnel Administration and Volunteer Service (1980)
C-4	Physical Facilities (1975)
C-5	Public Relations and Fund Raising (1968)
D-2A	Orientation and Mobility Services (1977)
D-2B	Orientation and Mobility Services (Dog Guide Programs: 1968)
D-3	Rehabilitation Centers (1968: revision in process)
D-4	Workshop Services (1976)
D-5	Social Services (1981)
D-6	Vocational Services (1975)
D-7	Production of Reading Materials (1982)
D-8	Rehabilitation Teaching Services (1977)
D-9	Low Vision Service (1981)
D-15	Preschool Services (from Birth to Six: 1979)
D-16	Other Service Program (1979)
D-20	Curriculum Planning and Evaluation (1979)
D-21	Program for Multihandicapped Students (1979)
D-22	Program for K-12 Students (1979)
D-23	Program for Independent Living (1979)
D-24	Educational Resources Program (1979)
D-25	Leisure Education (1979)
D-26	Residential Living Program (1979)
D-27	Health Services (1979)
D-28	Educational Diagnostic and Counseling Services (1979)
E	Individual Staff Member Information Form (1977)
F	Evaluation Summary and Report (1979)

Sections D-2A through D-9 are applicable primarily to "agencies" and D-20 through D-28 primarily to "schools". D-15 is used for preschool services in any setting. Similarly, D-16 is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

STANDARDS PERSONNEL, 1980-81

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ACKNOWLEDGMENTS

The National Accreditation Council(NAC) expresses appreciation to the many persons who contributed to the revision of these accreditation standards.

Although we can't name all the persons who helped, we especially thank each member of the special national technical committee (see page iv) who assisted in the successful conclusion of this project. The committee, chaired by Oral O. Miller, NAC Board member and National Representative of the American Council of the Blind, included both consumers and producers with invaluable experience in braille, large type and tape recorded materials. Dorothy M. Wright, of Recording for the Blind, though not on the committee, participated in all phases of the committee's work and was very helpful throughout the project.

In January 1981, the committee met and launched the project by preparing a draft of proposed revisions of the 1970 standards. Availability of this national review draft - in print, braille and recorded form - was announced in the Spring 1981 issue of The Standard-Bearer. Additionally, over 3000 flyers were mailed to NAC's general mailing list to individuals and groups that produce materials in one or more of the three media. During the three months of national review, approximately 300 copies of the draft were distributed (230 in print, 34 in braille and 36 on cassette).

A noteworthy feature of the national review was the opportunity to discuss the draft with over 40 experienced volunteer transcribers who attended a special session at the 1981 annual conference of the National Braille Association (NBA). Subsequently, the following NBA members formulated additional standards for NAC's technical committee: Virginia Brooks Scharoff and Barbara Tate suggested additional standards for braille transcribing; Grace Rice and Dorothy Wright drafted additional standards for recording; Phyllis J. Knisely, chairman of the NBA Large Type Committee proposed the inclusion of certain standards for that medium. Sister Anne Columba, immediate past president of NBA and her successor, Maxine Dorf, provided encouragement and technical assistance at critical times during the project.

All these ideas, along with many others received during the national review, were considered by the technical committee when it prepared its final recommendations early in October, 1981. The Commission on Standards reviewed the committee's work in November, and, with some minor editorial modifications, recommended that NAC's Board of Directors adopt the proposed revisions. On November 15, 1981, the Board did so and authorized this publication for use in accreditation.

We express special thanks to Carl R. Augusto, NAC's Associate Director, for help in the project.

NAC is in grateful to the Exxon Coroporation for providing the financial support that made this project possible.

INTRODUCTION

PURPOSE

This self-study and evaluation guide contains accreditation standards for the production of reading materials in braille, large type and recorded form for blind and visually handicapped persons. Designed primarily for use in the accreditation program conducted by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC), it replaces the original 1970 edition.

BACKGROUND

The 1970 work contained comprehensive and detailed standards for the production of reading materials by all processes in each of the three media. Technical specifications were included to be responsive to the clearly recognized need for such information in the field. The codification of detailed production standards stimulated the development of operating guidelines and manuals by others.

The work of the National Braille Association (NBA) is especially noteworthy. NBA has developed and continuously updates widely used and respected manuals and guidelines, including those for large type transcribing and tape recording.

The application of new technology in the sound recording industry led to advances in the quality and consistency of recorded materials available to blind and visually handicapped persons.

The Braille Authority of North America, an organization with a long and rich history of productive work in standardization of braille codes and format guidelines, has made further efforts to facilitate greater uniformity of braille.

These developments in conjunction with central catalog systems provide a sound base for an effective national network of service with a minimum of redundancy in transcribing efforts.

NAC is gratified that its 1970 standards contributed to improving the effectiveness of organizations and individuals that produce reading materials for thousands of blind and visually handicapped persons.

USE IN ACCREDITATION

The initial impetus to update these standards came from these very developments. The National Braille Association in particular provided strong encouragement to the revision of these standards. Although NBA does not consider itself a standard-setting organization, its various activities and publications have had a salutary impact on improving the quality of hand-transcribed and individually recorded reading materials. Certain key NBA manuals are cited in these standards.

Experience with the 1970 standards revealed that they contained many comprehensive specifications which were not useful to the accreditation process. Many of the technical details proved to be cumbersome and impractical for accreditation studies and have not been included in this edition.

Also omitted from this edition are standards for use of computers in braille production. Although the future holds great promise for use of computers in cassette (paperless) braille and direct scanning of print to braille, much work is needed before such systems are standardized and put into wide use. The standards in this edition are primarily for hand transcribing but they are compatible with press braille production. This edition also does not include preparation of large type materials by enlargement or original typesetting. Finally, commercial recording processes for production of tapes and discs, voice indexing and speech compression are not encompassed by this edition.

These standards are designed for use by transcribing programs operated by organizations that are eligible to seek NAC accreditation. An organization is eligible to apply for accreditation if it is incorporated or a unit of government, primarily serves blind and visually handicapped persons by providing at least one service encompassed by NAC's standards, has a governing authority and possesses a discrete name. Decisions on awarding accreditation are made by NAC's Commission on Accreditation following a self-study and an on-site review of the organization. Annual reports of progress and thorough review every five years are required to maintain accredited status.

Additional information concerning NAC's accreditation program is available upon request.

SCOPE OF THE STANDARDS

The standards are divided into six parts: 1. Planning and Organization; 2. Personnel; 3. Braille Transcribing; 4. Large Type Transcribing; 5. Tape Recording and 6. Program Evaluation.

Parts 1 and 6 include standards which are generic to the management and production of reading materials in any of the media while parts 3-5 contain specific standards for each medium. The standards are designed to be applied in combination with NAC's standards for organizational management. (See sections C-1 through C-5 on page iii.)

The standards emphasize the role of consumers in shaping the services made available. They call for reasonable efforts to meet special requests of individuals served and encourage adherence to widely accepted procedures for uniformity of format and reliability of duplicated materials, including the official codes of the Braille Authority of North America, and the NBA manuals for large type transcribing and tape recording.

DESCRIPTIVE PROFILE

(If data are kept by classifications other than those which follow, substitute the data normally collected and compiled.)

PROGRAM NAME_____

COORDINATOR'S TITLE_____

TITLE OF POSITION TO WHICH COORDINATOR REPORTS_____

NUMBER OF PERSONNEL BY MEDIA ASSIGNMENTS

Personnel	Braille	Large Type	Recording	Totals
Supervisors	_____	_____	_____	_____
Other employees	_____	_____	_____	_____
All volunteers	_____	_____	_____	_____
Totals	_____	_____	_____	_____

NUMBER OF TRANSCRIBERS BY MEDIA

Braille_____ Large Type_____ Recording_____ Total_____

DATE ON WHICH LAST FISCAL YEAR ENDED_____

NUMBER OF PERSONS SERVED IN THAT YEAR (UNDUPLICATED TOTAL)_____

EXPENSES FOR LAST FISCAL YEAR BY MEDIA (according to Section C-2, Accounting for Services and Finances)

Braille	Large Type	Recording	Total
$_____	$_____	$_____	$_____

Total expenses of the organization $_____

Percent of organization's total expenses represented by production of reading materials_____%

DESCRIPTIVE DATA (If the following production data normally are kept by other, generally equivalent classfications, substitute those data for the following tables.)

MASTERS PRODUCED LAST FISCAL YEAR BY MEDIA

Category	Braille	Large Type	Recording	Totals
Complete textbooks	_____	_____	_____	_____
Complete literary works	_____	_____	_____	_____
Periodicals	_____	_____	_____	_____
Short, partial and miscellaneous items	_____	_____	_____	_____
Total masters	_____	_____	_____	_____
Total pages or recorded hours	_____	_____	_____	n/a

DUPLICATES PRODUCED IN LAST FISCAL YEAR BY MEDIA

Category	Braille	Large Type	Recording	Totals
Complete textbooks	_____	_____	_____	_____
Complete literary works	_____	_____	_____	_____
Periodicals	_____	_____	_____	_____
Short, partial and miscellaneous items	_____	_____	_____	_____
Total duplicates	_____	_____	_____	_____
Total pages or recorded hours	_____	_____	_____	n/a

BRIEF DESCRIPTION OF THE PROGRAM. (Include facilities and equipment used, categories of persons served, special focus, etc. Use additional sheet if needed.)

THE STANDARDS

PART 1: PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The program of production of reading materials is consistent with the organization's statement of philosophy of service.

Comments:

( ) 1.2 PURPOSE. The purpose and scope of the program are stated clearly in writing and in media blind and visually handicapped persons can use.

( ) 1.2.1 Goal. The goal is timely and high quality production of reading materials in media blind and visually handicapped persons can use.

( ) 1.2.2 Objectives. Specific objectives are set for the program which support the goal and are commensurate with the needs of persons served and available resources.

Comments:

( ) 1.3 PERSONS SERVED. Service is made available to blind and visually handicapped persons who have a need or desire for reading materials.

( ) 1.3.1 Age Groups. Service is made available to persons of all ages, or, the particular age groups are specified in writing and cooperative arrangements are made with other producers of reading materials who serve persons of other ages.

( ) 1.3.2 Eligibility. Eligibility criteria and application procedures are described clearly in writing and in media blind and visually handicapped persons can use.

( ) 1.3.3 Outreach. A vigorous program is implemented for regularly informing blind and visually handicapped persons and others who might benefit from knowledge about the services provided by the program.

( ) 1.3.3.1 The organization's overall public information and education program includes information about the service.

Comments:

( ) 1.3.3.2 Special efforts are made to inform various segments of the population likely to be interested in braille, large type and recorded materials such as senior citizens, parents of visually handicapped children, etc.

( ) 1.3.3.3 On-going efforts are made and documented to inform and encourage the cooperation of persons affiliated with groups in special education, library services, rehabilitation, institutional care and organizations of blind and visually handicapped persons.

( ) 1.3.3.4 Requests for information and service are given timely and appropriate replies.

( ) 1.3.4 Service Reporting. The program maintains management information systems to collect, tabulate and report on the number and relevant characteristics of persons served and on the quantity and types of reading materials produced, in accord with Section C-2, Accounting for Services and Finances.

Comments:

( ) 1.4 PLANNING. Various methods are used for systematic program planning.

( ) 1.4.1 Long Range Planning. A written long range plan establishes major program objectives and projects the human, physical and financial resources needed to achieve them.

( ) 1.4.1.1 The major long range objectives of the program are coordinated with the organization's overall long range plan.

( ) 1.4.1.2 The plan extends beyond the current fiscal year and is updated at specified, regular intervals.

Comments:

( ) 1.4.2 Annual Planning. Coordinated program and financial plans are prepared each fiscal year and include measurable objectives to achieve the stated goal.

Comments:

( ) 1.4.3 Short Range Planning. Personnel communicate through conferences, written and verbal exchanges for day-to-day planning, problem solving and coordination with other services provided by the organization.

Comments:

( ) 1.4.4 Participation in Planning. Structured processes are used to assure meaningful input to program planning activities from persons who represent a wide range of knowledge, experience and interest including the organization's governing authority, staff, consultants, service volunteers, persons served, other consumers and the community.

Comments:

( ) 1.5 ORGANIZATION AND ADMINISTRATION. The program is clearly and purposefully organized and administered.

( ) 1.5.1 Structure. The program is an integral part of the organization's administrative structure and is identified in the official organization chart.

( ) 1.5.2 Administration. The program is administered and coordinated in an effective and orderly manner by a specifically designated person who is assisted by one or more supervisors if needed.

( ) 1.5.3 Procedural Manual. Written policies and procedures for the program are provided for staff and volunteers.

Comments:

( ) 1.6 RESPONSIVENESS TO PERSONS SERVED. The program respects the rights and dignity of persons served and is responsive to their needs and interests.

( ) 1.6.1 Timeliness. Requests for materials are filled promptly or acknowledged immediately with the reasons for any expected delay.

( ) 1.6.2 Individualization. If, for special reasons, the person served needs or prefers materials that differ from standard format, the program makes reasonable efforts to comply with the specifications requested.

Comments:

( ) 1.6.3 Alternatives. If a request is beyond the scope or capacity of the program, information is provided about other sources or alternate means to meet the need.

( ) 1.6.4 Feedback. The program, provides a method to encourage, consider and respond appropriately to suggestions and recommendations from persons served.

Comments:

( ) 1.7 FEES FOR SERVICE. When fees are charged, the organization makes available a schedule of fees for specified services.

Comments:

( ) 1.8 COPYRIGHT PERMISSION. The program secures permission from the copyright owner to reproduce materials for use by blind or physically handicapped persons according to law and accepted procedures.

Comments:

( ) 1.9 CLEARING, REPORTING, AND DEPOSITING. The program clears the availability of requested titles in the apporpriate media, reports production intentions, completions, and removals of titles, and deposits masters with the appropriate organizations according to their criteria and procedures.

Comments:

SUPPLEMENTARY INFORMATION. Check below the activities listed involving other organizations.

Name of Organization	Types of Services Utilized				
		Reports Submitted			
	Clear Availability	Intentions	Completions	Removals	Deposit Masters
American Printing House for the Blind[2]	____	____	____	____	____
Braille Book Bank of the National Braille Association[4]	____	n/a	n/a	n/a	____
Braille Technical Tables Bank of the National Braille Association[4]	____	n/a	n/a	n/a	n/a
Recording f/t Blind[6]	____	n/a	n/a	n/a	____
Library for the blind and physically handicapped for this area (name)					
_____	____	____	____	____	____
State repository (name):					
_____	____	____	____	____	____
Other (specify):					
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

Comments:

2. Note numbers refer to the organizations listed on page 30.

( ) 1.10 MASTERS. The program follows written policies and procedures concerning use and final disposition of masters or original transcriptions.

( ) 1.10.1 Duplicating. The program replies promptly to requests for duplicates and states the conditions for providing copies.

( ) 1.10.2 Loan of Masters. The duration and conditions of loans and returns of masters are stated clearly.

( ) 1.10.3 Storage. Masters are stored in cool, dry areas.

Comments:

( ) 1.11 SPECIAL PROCEDURES. The program maintains on-going communication regarding information about special or innovative procedures or techniques with the Braille Authority of North America, National Braille Association, National Library for the Blind and Physically Handicapped, Recording for the Blind and any other appropriate organizations.

Comments:

( ) 1.12 PROOFREADING AND CORRECTING. Materials are proofread or monitored and errors are corrected before delivery to the person served.

( ) 1.12.1 Unproofed Materials. If time or other special circumstances do not permit proofreading or monitoring by a second person, a note to that effect in the appropriate medium is included with the material.

Comments:

( ) 1.13 ADHERENCE TO ORIGINAL TEXT. Transcriptions adhere faithfully to the original text including, without censorship, materials which some may consider objectionable or vulgar.

( ) 1.13.1 Text Alteration. Any changes which are required for the effective presentation of a text in a particular medium are governed by official codes or nationally accepted procedures and practices.

( ) 1.13.2 Informing the Reader. Whenever such changes are made in the text, the person served is so informed in the same medium.

( ) 1.13.3 Special Situations. When a text presents transcription problems which are not covered by official codes or established procedures, assistance is sought from a recognized authority on the appropriate medium.

Comments:

( ) 1.14 PACKAGING AND SHIPPING. Transcriptions are packaged in durable containers for shipment.

( ) 1.14.1 Returnable Containers. Materials on loan are shipped in reusable containers.

( ) 1.14.2 Free Mail for the Blind and Other Handicapped Persons. In consultation with local postal authorities, the program makes full and proper use of the free mailing privileges; however, provision is made for speedier service in special circumstances.

Comments:

( ) 1.15 QUALITY OF INVENTORY. The program follows written policies and procedures to maintain the quality of reading materials kept in stock for loan or reuse.

( ) 1.15.1 Inspection. Returned materials are inspected for suitability for further use.

( ) 1.15.2 Unusable Materials. Materials that are badly worn or damaged beyond repair are discarded.

( ) 1.15.3 Old Materials. Materials that are outdated or obsolete are eliminated from stock.

Comments:

( ) 1.16 PRODUCTION RECORDS. Written records are kept for efficient management and control of work in process, completed and distributed.

Comments:

( ) 1.17 EQUIPMENT. An adequate supply of appropriate equipment for transcribing and duplicating is available which is safe, well-maintained, cost effective and produces acceptable results.

( ) 1.17.1 Operators. Equipment operators are trained and supervised.

Comments:

PART 2: PERSONNEL

( ) 2.1 GENERAL. An adequate number of qualified personnel - employees, consultants and volunteers - is made available to achieve the program goal and objectives.

Comments:

( ) 2.2 COORDINATOR. The coordinator of the program demonstrates the ability to manage, coordinate and supervise day-to-day operations for the production of reading materials and to provide leadership in planning and evaluating the program.

Comments:

( ) 2.3 SUPERVISORS AND INSTRUCTORS. Supervisors and instructors are thoroughly familiar with the production processes they supervise and/or teach.

Comments:

( ) 2.4 CLERICAL AND OTHER SUPPORT PERSONNEL. Sufficient clerical and other support personnel are made available to meet the stated program objectives.

Comments:

( ) 2.5 TRANSCRIBER CANDIDATES. Before enrollment in the program, candidates are fully informed of the requirments to be met in their training and in their production of reading materials.

Comments:

PART 3: BRAILLE TRANSCRIBING

( ) 3.1 TRANSCRIBERS. Braille transcribers are certified by the Library of Congress and demonstrate proficiency in applying rules of the latest appropriate, official braille codes of the Braille Authority of North America.

Comments:

( ) 3.2 INSTRUCTORS. Persons who teach braille transcribing meet the following qualifications (check those qualifications met by braille instructors):

____Certification by the Library of Congress

____At least two years experience as active transcribers

____Production of at least 2000 pages of acceptable braille

Comments:

( ) 3.2.1 Special Code Instructors. Instructors of special braille codes such as textbook format, mathematics, science, foreign language and music, have a working knowledge of the subject matter and are proficient in using the applicable braille codes.

Comments:

( ) 3.3 TRANSCRIBER TRAINING. Training classes or individual instruction are provided as necessary.

( ) 3.3.1 Preparation for Certification. Instruction and supervised practice in preparation for certification are provided in applying the rules of transcribing in the latest, official braille codes of the Braille Authority of North America.

( ) 3.3.2 Refresher Training. Refresher classes or individual assistance are provided to transcribers as needed to clarify or reinforce their understanding of the braille codes and to reduce transcription errors.

( ) 3.3.3 Updating. Additional training is provided whenever an official braille code is revised or when changes are made in the standard format used by the program.

Comments:

( ) 3.3.4 Special Training. When the program includes production of specialized materials such as textbook, mathematics, science, foreign language or music transcriptions, instruction is provided in the applicable official braille codes to certified transcribers who demonstrate the experience and interest needed for such work.

Comments:

( ) 3.4 BRAILLE TRANSCRIPTIONS. Braille transcriptions conform to the latest appropriate, official braille codes of the Braille Authority of North America.

( ) 3.4.1 Standard Format. The program provides written specifications for standard format which are consistent with widely-accepted practice and include the following topics (check those covered in the specifications):

_____Page size

_____Weight of paper

_____Title page format

_____Length of braille lines

_____Use of running heads or other braille page identification

_____Number of pages per volume

Comments:

( ) 3.5 TRANSCRIPTION ASSIGNMENTS. Each assignment includes written directions to the transcriber regarding the expected completion date or the rate of completion for a multi-volume transcription.

( ) 3.5.1 Non-Standard Formats. The transcriber is provided with written instructions for complying with a requestor's need for material that deviates from the standard format.

( ) 3.5.2 Specialized Materials. Textbook, mathematics, science, foreign language and music transcriptions are assigned to transcribers who have a working knowledge of the subject matter of the text and are proficient in the use of the latest, applicable, official braille codes.

Comments:

( ) 3.6 PROOFREADING. Wherever possible, materials are proofread by proofreaders who are certified by the Library of Congress and thoroughly familiar with the latest, appropriate, official braille codes.

Comments:

( ) 3.6.3 Proofreader Reports. Written reports are submitted to the transcriber and to the supervisor or braille instructor identifying the location and nature of errors, and the specific code rule violations.

Comments:

( ) 3.7 CORRECTING. All errors are corrected by the proofreader or the work is returned to the transcriber for correction.

( ) 3.7.1 Erasing. Erasures are kept to a minimum and are executed with the greatest care.

( ) 3.7.2 Retranscribing. Pages requiring erasures that extend over two or more adjacent braille cells are retranscribed.

Comments:

( ) 3.8 EQUIPMENT. Embossing and duplicating equipment provides consistently clean, easily readable braille.

Comments:

( ) 3.9 BINDINGS. Bindings are sturdy and allow each volume to lie flat without coming apart during use.

Comments:

( ) 3.10 IDENTIFICATIONS. Print and braille labels on the front cover of each volume indicate the title, author, volume number and inclusive print page numbers.

Comments:

( ) 3.11 REFERENCE MATERIALS. Transcribers, instructors and proofreaders have ready access to the latest official braille codes, manuals, guidelines, dictionaries, reference materials and other needed publications.

SUPPLEMENTARY INFORMATION. List below those reference materials which are available and used in braille transcribing.

Name of Publication (Specify print or braille edition)	Publication Date

Comments:

PART 4. LARGE TYPE TRANSCRIBING

( ) 4.1 TRANSCRIBERS. Large type transcriber candidates are evaluated for acceptable typing skills.

Comments:

( ) 4.2 TRANSCRIBER TRAINING. Transcriber candidates are provided training and supervised practice in applying the rules and format guidelines as set forth in the latest printing of the National Braille Association Manual for Large Type Transcribing or equivalent work.

Comments:

( ) 4.3 LARGE TYPE TRANSCRIPTIONS. The standard format for large type transcriptions complies with the rules and format guidelines of the latest printing of the National Braille Association Manual for Large Type Transcribing or equivalent work

( ) 4.3.1 Additional Specifications. For information not covered in the above Manual, the program provides additional specifications for standard format which are consistent with widely-accepted practice and which include the following specifications (check those that are included):

___ Volumes for students in Grades 1-3 do not exceed 65 typed pages

___ Volumes for students in Grades 4-12 do not exceed 100 typed pages

___ In no case is the spacing between letters and words adjusted to produce an even right-hand margin

Comments:

( ) 4.4 TRANSCRIPTION ASSIGNMENTS. Each assignment includes written directions regarding the expected completion date or the rate of completion for a multi-volume transcription.

( ) 4.4.1 Non-Standard Formats. The transcriber is provided with written instructions for complying with a requestor's need for material that deviates from the standard format.

( ) 4.4.2 Specialized Materials. Specialized materials are assigned to transcribers and proofreaders who are familiar with the subject matter.

Comments:

( ) 4.5 PROOFREADING AND CORRECTING. Typed pages are proofread by two persons, one reading to the other against original copy, and all errors noted are corrected.

( ) 4.5.1 Scope. Proofreading encompasses accuracy, neatness, evenness of stroke and conformity to the rules and format guidelines as set forth in the latest printing of the National Braille Association Manual for Large Type Transcribing or equivalent work.

Comments:

( ) 4.5.2 Role of Transcriber. Before removing the page from the typewriter, the transcriber checks it and makes corrections.

( ) 4.5.3 Erasures. Erasures are kept absolutely clean, kept to a minimum and executed with the greatest care.

( ) 4.5.4 Retyping. When corrections require erasures of more than two letters per page or result in blank spaces not in the original copy, the page is retyped.

Comments:

( ) 4.6 TYPEWRITERS. Electric typewriters are used which produce dark, sharp and evenly dense characters which are easily readable and have the following additional characteristics (check the characteristics of typewriters used):

Type size equivalent to 18 point (i.e., the lower case letter "o" is at	Heavy or broad
_____least 1/8 inch high)	_____sans serif type face
	_____Upper and lower case letters

Comments:

( ) 4.7 DUPLICATORS. Equipment used to duplicate hand transcribed materials produces clear and sharp copies of the masters.

Comments:

( ) 4.8 BINDINGS. Bindings are sturdy and allow each volume to lie flat without coming apart during use.

Comments:

( ) 4.9 IDENTIFICATIONS. Large type labels on the front cover of each volume identify the title, author, volume number and inclusive print page numbers.

Comments:

( ) 4.10 REFERENCE MATERIALS. Transcribers and proofreaders have ready access to the latest printing of the National Braille Association Manual of Large Type Transcribing, guidelines, recent dictionaries, reference works and other needed publications.

SUPPLEMENTARY INFORMATION. List below those reference materials which are available and used in large type transcribing.

Name of Publication	Publication Date

Comments:

PART 5: TAPE RECORDING

( ) 5.1 NARRATORS. An auditions committee composed of at least three persons, one of whom uses recorded materials, evaluates narrator candidates with particular attention to the following abilities (check those included in evaluation):

_____Accuracy

_____A voice that is clear, easy to listen to and free of distracting accents

_____Ability to convey subject matter effectively

_____Correct phrasing

Comments:

( ) 5.1.1 Specialized Fields. Auditions of candidates in highly specialized fields are evaluated by persons knowledgable in the given fields.

Comments:

( ) 5.2 TRAINING. The same training is provided to narrators, monitors and reviewers and includes the following (check those topics included):

_____Introduction to the mechanics involved in producing a sound track of acceptable quality

_____Developing familiarity and skill in applying the rules and format guidelines of the latest printing of the National Braille Association Tape Recording Manual or equivalent work

_____Instruction and supervised practice in recording tables, graphs, diagrams, illustrations, etc.

_____Additional training whenever changes are made in the National Braille Association Tape Recording Manual or equivalent work

_____Periodic refresher training as needed to maintain techniques

Comments:

( ) 5.3 STANDARD FORMAT AND PROCEDURES. Standard format and procedures conform to the latest printing of the National Braille Association Tape Recording Manual or equivalent work.

( ) 5.3.1 Additional Specifications. For information not covered in the above Manual, the program provides additional specifications for standard format and procedures which are consistent with widely accepted practice.

( ) 5.3.2 Indexing. A tone that is audible in fast forward and rewind modes is inserted for indexing.

( ) 5.3.3 Master Tapes. Master tapes are recorded at 3 3/4 inches per second.

Comments:

( ) 5.4 TRANSCRIPTION ASSIGNMENTS. Each assignment includes written directions to the narrator and monitor regarding the expected completion date or the rate of completion for a multiple tape transcription.

( ) 5.4.1 Special Requests. The narrator and monitor are provided with written instructions for complying with a requestor's need for material that deviates from the standard format and procedures.

( ) 5.4.2 Specialized Materials. Specialized materials are assigned only to narrators and monitors who are familiar with the subject matter.

Comments:

( ) 5.5 PROOFREADING AND CORRECTING. Recordings are monitored or reviewed by a person other than the narrator and all errors noted are corrected.

( ) 5.5.1 Monitoring. A trained monitor, holding a second copy of the text, operates the tape recorder, listens to the tape during the recording, checks for accuracy and sound track quality, stops the narrator when corrections must be made and assumes responsibility for the overall quality of the production.

( ) 5.5.2 Reviewing. A trained reviewer listens to the completed recording, checks it for accuracy and sound track quality and notes errors to be corrected.

( ) 5.5.3 Correcting. Errors are corrected by the original narrator on the same machine used for the original transcription.

Comments:

( ) 5.6 EQUIPMENT. Machines used produce original recordings and duplicates free of noise and/or distortions and produce tapes compatible with equipment commonly used by the persons served.

( ) 5.6.1 Master Tapes. Masters are recorded on first quality tapes which are pre-timed by the manufacturer so that the entire sound track fits on the duplicate tapes used by the program.

Comments:

( ) 5.7 IDENTIFICATIONS. Each box, reel and cassette provided to users is identified appropriately in print and braille.

Comments:

( ) 5.8 REFERENCE MATERIALS. Narrators, monitors and reviewers have ready access to the latest printing of the National Braille Association Tape Recording Manual, recent dictionaries, materials explaining pronunciations, meaning of abbreviations and symbols in all fields covered by the tape recording program, and other needed publications.

SUPPLEMENTARY INFORMATION. List below those reference materials which are available and used in tape recording

Name of Publication	Publication Date

Comments:

PART 6. PROGRAM EVALUATION

( ) 6.1 PURPOSE. A practical, valid and on-going system is used to evaluate and strengthen the program.

Comments:

( ) 6.2 STRUCTURE. The program evaluation system is clearly structured.

( ) 6.2.1 Responsibilities. The responsibilities of those involved are delineated.

( ) 6.2.2 Participation. Structured processes are used to assure meaningful input to program evaluation activities from persons who represent a wide range of knowledge, experience and interest including the organization's governing authority, staff, consultants, service volunteers, persons served and other consumers and the community.

Comments:

( ) 6.3 FREQUENCY. The program is evaluated systematically and regularly.

( ) 6.3.1 Long Range Planning. Achievements in relation to the stated program objectives and the effects of the resources made available are reviewed each year and the findings used in updating and extending the long range plan for the program.

Comments:

( ) 6.3.2 Annual Planning. The program and financial activities of the program are assessed at least quarterly against the specific objectives in the coordinated, annual program and financial plans and the findings are used in developing the plans for the next year.

Comments:

( ) 6.3.3 On-Going Evaluations. Discussions, conferences and written communications are used as needed to evaluate and strengthen day-to-day operations of the program.

Comments:

( ) 6.4 INDEPENDENT EVALUATIONS. The organization makes provision for outside, independent evaluations of the program, as a whole or in part, from time to time as indicated.

Comments:

( ) 6.5 EFFECTIVENESS OF EVALUATIONS. The systems for program evaluation are assessed when indicated, and at least biennially, for their efficiency and effectiveness in achieving their stated purposes.

Comments:

( ) 6.6 UTILIZATION OF FINDINGS. Evaluation findings are used for internal and public reporting and for planning and budgeting.

Comments:

( ) 6.7 SCOPE OF EVALUATIONS. Significant and relevant factors are included in program evaluations.

Comments:

SUPPLEMENTARY INFORMATION: PROGRAM EVALUATION CHECKLIST. Check those factors regularly considered in program evaluations.

Planning and Organization

____ Philosophy
____Purpose
____Persons served
____Planning
____Organization and administration
____Responsiveness to persons served
____Fees for service
____Copyright permission
____Clearing, reporting and depositing
____Masters
____Special procedures
____Proofreading and correcting
____Adherence to original text
____Packaging and shipping
____Quality of inventory
____Production records
____Equipment

Personnel

____General
____Coordinator
____Supervisors and instructors
____Clerical and other support personnel
____Transcriber candidates

Braille Transcribing

____Transcribers
____Instructors
____Transcriber training
____Braille transcriptions
____Transcription assignments
____Proofreading
____Correcting
____Equipment
____Bindings
____Identifications
____Reference materials

Large Type Transcribing

____Transcribers
____Transcriber training
____Large type transcriptions
____Transcription assignments
____Proofreading and correcting
____Typewriters
____Duplicators
____Bindings
____Identifications
____Reference materials

SUPPLEMENTARY INFORMATION: PROGRAM EVALUATION CHECKLIST. (continued)

Tape Recording

____Narrators

____Training

____Standard format and procedures

____Transcription assignments

____Proofreading and correcting

____Equipment

____Identifications

____Reference materials

Program Evaluation

____Purpose

____Structure

____Frequency

____Independent evaluations

____Effectiveness of evaluations

____Utilization of findings

____Scope of evaluations

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement is a continuous cycle of planning, implementing and evaluating. Because accreditation is a structured method of evaluating and planning, it enhances the organization's capacity to effect improvement when meshed with the normal program and fiscal planning, and evaluation processes.

This final part of the guide consists of seven questions designed to summarize and report on the principal findings of the self-study of this program. Such a summary helps the on-site review team understand and report on the program's recent achievements and plans.

Question one elicits a list of program features which are deemed to be the most outstanding.

Questions two through six are designed to help the organization summarize its program for improvements on the basis of ideas generated by the self-study. They start with a review of the recent past, proceed through the present, and project into the future.

Questions four through six focus specifically on developing a timetable for improvement which reflects, or can be incorporated into, the organization's normal planning system, thus taking advantage of the momentum created by the NAC self-study.

Question seven asks about the beneficial impact of the program on the lives of the people served. Data from recent follow-up studies conducted by the organization and from broadly based input received from participants in the self-study will be helpful in preparing this statement.

Careful attention to the answers to these seven questions will help the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is aware of them and shows a commitment to make the needed improvements in a reasonable amount of time.

1. What are the outstanding features of this program at this time?

2. What improvements or other changes were made in the fiscal periods from five years through two years ago?

3. What improvements or other changes were made in the most recently completed fiscal year?

4. What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)

5. What improvements are included in the plan for next fiscal year?

6. What additional improvements are contemplated in the long range plan?

7. What impact has this program had on the persons served?

MEMBERS OF SELF-STUDY SUBCOMMITTEE

Name	Identification (job title, board member, consumer, etc.)
Chairman: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date completed by Subcommittee_____

Date accepted by Coordinating Committee_____

Organization Name_____

SELECTED REFERENCES

OFFICIAL BRAILLE CODES

Code of Braille Textbook Formats and Techniques, 1977: APH.[2]

English Braille, American Edition 1959, rev. 1980: available free to students enrolled in correspondence training, Braille Codes Section, NLS.[5]

The Nemeth Braille Code for Mathematics and Science Notation, rev. 1972: available free to students enrolled in correspondence training, Braille Codes Section, NLS.[5]

Provisional Braille Code for Computer Notation, 1972: APH.[2]

Revised International Manual of Braille Music Notation, 1956, with American Addendum, 1975: available free to students enrolled in correspondence training, Braille Codes Section, NLS.[5]

MANUALS

Instruction Manual for Braille Transcribing, rev. 1971: Braille Codes Section, NLS.[5]

NBA Handbook for Braille Music Transcribers, 1976: available only to certified music transcribers, Music Section, NLS.[5]

NBA Manual for Large Type Transcribing, 1977 Printing: Braille Codes Section, NLS.[5]

NBA Tape Recording Manual, Third Edition: Network Services, NLS.[5]

NBA Tape Recording Teacher's Package and Lessons: NBA.[4]

U.S. Post Office Domestic Mail Manual, Part VII D, Section 135 "For the Blind and Other Handicapped Persons", available at your local post office, implementing the Postal Service Act of August 12, 1970 (PL 91-375) Sections 3403-05 USC 3403-05.

Reproduction for Use of Blind or Physically Handicapped Persons, Circular R63, implementing the Copyright Act of October 19, 1976 (PL 94-553), Section 710, 17 USC 710.

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2. Note numbers indicate the organization, listed on page 30, to contact for a copy of the work cited.

SELECTED REFERENCES (continued)

ORGANIZATIONS

1. American Foundation for the Blind, (AFB), 15 West 16th Street, New York, NY, 10011. Serves as a national clearinghouse for information about blindness. Publishes biennially, Directory of Agencies Serving the Visually Handicapped in the U.S.

2. American Printing House for the Blind, (APH), 1839 Frankfort Avenue, Louisville, Kentucky, 40206. Produces and publishes books, periodicals and instructional materials in all media. Provides a reference catalog service for volunteer-produced textbooks in all media for visually handicapped students. Assists volunteer groups to secure copyright clearance for transcription or recording of textbooks not available elsewhere in the appropriate medium. With advance approval, accepts masters for inclusion in its national repository.

3. Braille Authority of North America, (BANA), 1211 Connecticut Ave., N.W., Suite 506. Washington, D.C., 20036. Recognized as the authority for approving and adopting changes in all braille codes used in the United States and Canada. Members include delegates from national organizations of and for the blind which have a major emphasis on the production of materials in braille.

4. National Braille Association, Inc. (NBA), 654A Godwin Avenue, Midland Park, NJ 07432. An organization of volunteers and professional workers interested in production and distribution of reading materials for the visually impaired in all media. Conducts workshops, publishes guidelines and manuals for volunteer-produced braille, large type and recordings. Catalogs are available for both the Braille Book Bank (college textbooks, music and general interest texts) and the Braille Technical Tables Bank (standard tables found in math, computer science, statistics, chemistry, physics, finance, etc.)

5. National Library Service for the Blind and Physically Handicapped (NLS). Library of Congress, Washington, D.C., 20542. Through a network of 160 cooperating libraries, provides free books and magazines in braille and in recorded form on discs and cassettes for individuals who are blind or cannot hold, handle or read conventional print because of a physical handicap. Materials are loaned free to eligible readers in the U.S.A and to citizens. living abroad. Publishes directory, Volunteers Who Produce Books. Provides correspondence training and certification of braillists.

6. Recording for the Blind, 215 East 58th Street (RFB), New York, NY, 10022. Produces and lends, at no charge, taped educational books to visually, physically and perceptually handicapped school, college and graduate students and others who require such materials in their professions or vocations. Maintains catalog of master tapes, and duplicates titles on order for registered borrowers.